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ABSTRACT

The provision of quality before- and after-school child care is a major challenge facing educators. This guide from the Food Research and Action Center's Building Blocks Project provides information to providers of before and after school programs on using the federal Child and Adult Care Food Program (CACFP) to provide snacks and meals. Following an introduction describing the Building Blocks Project to promote education and child development with nutrition resources, Part 1 of the guide describes the Child and Adult Care Food Program (CACFP), focusing on basic issues such as administration, eligibility, reimbursements, and meal patterns for 6- to 12-year-olds. Part 2, presented in a question-answer format, provides information about using the CACFP in after school care programs, including criteria for qualifying programs, program administration, finances, and curriculum and programming issues. Part 3 discusses the importance of after-school child care programs for child and youth development and success, especially with regard to preventing juvenile crime, promoting healthy behavior, contributing to academic success, and supporting working families. Part 4 describes successful CACFP models in after school child care in Florida, Missouri, Ohio, California, North Dakota, the District of Columbia, Colorado, New York, Rhode Island, Iowa, Nevada, and West Virginia. Appendices include CACFP regulations, resources, promotional materials, and camera-ready bookmarks. (Contains 11 references.) (KB)

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School's Out, Let's Eat:

FRAC's Guide to Using the Child and Adult Care Food Program (CACFP) to Expand Afterschool Opportunities for Children

Christin M. Driscoll

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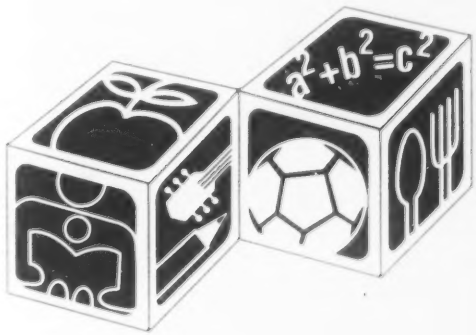
Food Research and Action Center (FRAC)

THE BUILDING BLOCKS PROJECT

Promoting Education and Child Development with Nutrition Resources



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About FRAC

The Food Research and Action Center (FRAC) is widely recognized as the leading national group working for more effective public policies to eradicate domestic hunger and undernutrition. Its goal is to ensure all persons in the U.S., regardless of income, access to an adequate diet with dignity, primarily through the federal food programs. FRAC, a 501(c)(3) nonprofit organization, was established in 1970.

About CTECH

The Campaign to End Childhood Hunger (CTECH) began in 1991 and is the most ambitious, sustained and coordinated national effort ever undertaken to eliminate hunger in the United States. It consists of hundreds of national, state and local organizations. CTECH affiliates agree to support its mission which is *"to end hunger in the USA for all by guaranteeing access, as a matter of right to food that ensures health and well-being. To do that we must work to eliminate the root causes of hunger, which include economic, racial, class and gender inequities."*

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This guide was written by Jennifer Wierwille and Lynn Parker with assistance from Geraldine Henchy, Christin M. Driscoll, and Michele Tingling-Clemmons. The manuscript was prepared with the assistance of Alan Sharpe, Cynthia Winder and Wanda Putney.

School's Out, Let's Eat:

FRAC's Guide to Using the Child and Adult Care Food Program (CACFP) to Expand Afterschool Opportunities for Children

May 1997

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AN INTRODUCTION TO THE BUILDING BLOCKS PROJECT: PROMOTING EDUCATION AND CHILD DEVELOPMENT WITH NUTRITION RESOURCES

An enormous challenge faces caring communities and hard-working, concerned parents. When boys and girls leave school in the afternoon, there is a growing need for them to be able to go somewhere safe, fun, and supportive, where there are planned activities and adequate supervision. How do we make the afterschool hours of our children pleasurable, nurturing, healthful, educational and secure? How do we make sure that there are caring adults in the lives of all our kids? Fulfilling this need is crucial for all children, at all income levels. Carla Sanger, the Director of LA's BEST, one of the most successful afterschool programs in the nation, compares this period in our history -- the early stages of development of a nationwide afterschool care movement -- to the development of the kindergarten movement at the turn of the last century. Because of new knowledge about children's development, and growing societal changes and demands, the provision of quality afterschool care for all children is one of the major challenges that faces us at the end of this century.

We at FRAC believe that the afterschool snacks and meals provided through the federal Child and Adult Care Food Program (CACFP) can make an enormous contribution to the expansion of quality afterschool care.

The experts seem to agree on this point.

- Dr. Peter Mulhall, who has studied latchkey preteens at the Center for Prevention Research and Development at the University of Illinois, has highlighted the vital role that nutritious, tasty food plays in the afterschool setting: "If you visit these [afterschool] programs, you can see how important the snacks and meals component is to the children. It helps draw them into programs."

- The Carnegie Council on Adolescent Development led a national "consultation" with experts on afterschool programs, from which emerged a consensus on the key elements that define an effective program. One of the key elements that emerged was that "Programs should provide food (snacks) to attract young people as an occasion for relaxation and socializing as well as providing sound nutrition."

- Unfortunately, afterschool programs that currently exist generally do not measure up nutritionally. In *School-Age Child Care: An Action Manual for the 90's and Beyond*, Michelle Seligson estimates that nearly one in five school-age afterschool programs make "no regular provision for children's hunger, counting instead on parents to send along something."

This *Guide to Using The Child and Adult Care Food Program to Expand Afterschool Opportunities for Children* is designed to help already existing afterschool programs add a

vital asset to their program -- nutritious snacks and meals, and help new afterschool programs get started using the nutrition resources provided by CACFP.

We at FRAC are convinced that child nutrition programs like the Child and Adult Care Food Program can act as BUILDING BLOCKS for all children's programs. Many parents, educators, researchers, government officials, and community leaders agree, and are working in partnerships to make this happen across the country. The nutrition resources provided by these programs can promote education and child development through: their ability to draw children to programs; their impacts on children's health and ability to learn; their capacity to attract other funding support for afterschool care; and the fact that they free up monetary resources that can be used for more and higher quality programs and staff.

We urge you, in collaboration with other concerned individuals and organizations in your community, to take full advantage of these nutrition resources so that more children enter the new century well-nourished, healthy in mind and body, and ready to learn and thrive.

Note: Throughout this guide the word "afterschool" is used to cover both before and afterschool care.

The Child and Adult Care Food Program:

Program Basics

What is the Child and Adult Care Food Program (CACFP)?

The Child and Adult Care Food Program (CACFP) is a child nutrition program funded and administered by the United States Department of Agriculture (USDA). The program was first started because of the growing need for child care in areas with high concentrations of working mothers and poor families.

Cash reimbursements and donated commodities (or cash in lieu of commodities) are provided to aid two general types of nonresidential facilities for children -- child care homes and programs that act as child care centers. The latter can include school-based afterschool programs as well as afterschool programs operated by community organizations. In this guide we are concentrating on the portion of CACFP that provides reimbursement for nutritious meals and snacks served to children, aged 12 and under, in before school and afterschool hours settings. CACFP allows afterschool programs to serve meals and snacks to children according to nutrition standards set by USDA.

These outside-school-hours care centers may operate CACFP independently as a center or under the umbrella of a sponsoring organization.

Who Administers CACFP?

The program is administered by the Food and Consumer Service of the U.S. Department of Agriculture through the regional offices of USDA. The Department administers federal law, writes regulations, issues guidance material to the states, disburses cash and agricultural commodities to the state agencies, and collects statistics on program participation. The federal regulations governing CACFP are located in Appendix A.

At the state level, the education. health or human services agency usually administers CACFP. State agencies have some flexibility in interpreting federal regulations and guidances for CACFP as long as they comply with the federal rules. For this reason, it is important to discuss with the state administering agency what specific procedures and regulations for operating CACFP are in place in your state beyond the federal program guidelines, and which state agency is responsible for licensing.

Who is Eligible for CACFP?

Children and youth in eligible centers can participate in CACFP if they are 12 years of age or younger. There are two exceptions when older children can participate: children of migrant workers up to 15 years of age, and physically or mentally disabled children and youth up to 18 years of age. (The program used to serve all children through age 18, but in 1981 the age eligibility was lowered to age 12.)

As mentioned earlier, child care centers and afterschool programs are eligible to participate as independent centers or as centers under the umbrella of sponsoring organizations. The definition of a center is: a public or private nonprofit non-residential child care community-based afterschool program; a Head Start center; or an outside-school-hours care center such as a school-based afterschool program. In only one instance can for-profit centers participate in CACFP -- those for-profit centers which receive Title XX funding for 25 percent or more of enrolled children or 25 percent of licensed capacity. For more detailed information on Title XX centers, see: U.S. Department of Agriculture. *Child and Adult Care Food Program: Child Care Centers Handbook (1995).*

To be eligible, centers must provide nonresidential preschool and/or outside-school-hours child care services and be licensed or approved in accordance with state child care standards. These child care services must be distinct from a school's athletic and scholastic extracurricular activities.

Sponsoring agencies must be: public agencies, private nonprofit organizations, or certain private for-profit organizations, and must accept ultimate financial and administrative responsibility for CACFP operations in their sponsored centers.

At the end of 1996, the Food Research and Action Center conducted a survey of state administering agencies to determine how CACFP is being used in afterschool settings across the country. The survey confirmed that each state has its own requirements and standards governing CACFP and afterschool care, and in general most states require outside school hours care programs to be licensed or alternately approved to be eligible to serve CACFP-reimbursed meals and snacks to children.

In states where licensing is required, this most often means meeting the states' day care licensing standards. Advocates for school-age care, providers, and administrators have been working to develop and encourage the use of school-age standards. Very few states have developed rules or regulations specific to school-age children.

Some states have alternate approval standards. For instance, in the state of West Virginia, centers must have a child care license or meet the alternate approval standards in order to participate in CACFP. The alternate approval standards include having specific child/staff

ratios; meeting health, sanitation and fire requirements; providing a suitable environment; and following procedures that ensure the health and well being of children.

In general, the responsibilities that participating independent centers and sponsoring agencies take on in participating in CACFP include: accepting final administrative and financial responsibility; submitting applications; completing agreements with each sponsored center; providing training and technical assistance for sponsored centers; ensuring that meals served meet the meal pattern requirements; providing adequate supervisory and operational personnel for monitoring; collecting and maintaining appropriate records; and ensuring proper storage and use of donated commodities.

The application process for the program includes providing the following information:

- a completed application and the necessary accompanying documentation;
- evidence of public or private nonprofit status. (For a Title XX center, this means certification that nonresidential child care services during the most recent month were compensated under the Title XX of the Social Security Act for at least 25 percent of its enrolled children, or 25 percent of its licensed capacity, whichever is less.);
- an administrative budget;
- documentation of compliance with licensing or approval requirements;
- nondiscrimination and free and reduced price policy statements; and
- a public release to the local media announcing the availability of the CACFP program.

For sponsoring organizations, the same material and information are needed for the application process for each of the sponsored centers under the umbrella of the sponsoring organization.

Maintaining accurate records is one of the keys to the success of a center's participation in CACFP. The following types of records comprise the recordkeeping required for CACFP: daily meal counts, menus, and attendance records; enrollment and eligibility records; operating and administrative costs records; center review records; and reimbursement records.

CACFP Reimbursements

Reimbursements for the meals and snacks served in your afterschool program come from USDA through the CACFP state agency. CACFP provides a reimbursement that can be used to cover food and meal preparation costs, ongoing training regarding the nutritional needs of children and food safety, and technical assistance in meeting the program's nutrition requirements.

The afterschool program or the sponsoring agency must submit a claim for payment to the appropriate state department administering CACFP based on the actual meal counts of the number of children eligible for free and reduced price meals. The application procedures and reimbursement formulas for afterschool centers are patterned after the National School Lunch Program's free and reduced price eligibility requirements where eligibility is based on the household size and income of each enrolled child. Unless the afterschool program chooses to claim all meals for all of the children at the paid reimbursement rate, the afterschool program needs to determine each enrolled child's eligibility for free, reduced price, or paid meal categories.

Individual eligibility information must be collected for all children enrolled in the afterschool program participating in CACFP at least once each year. This income information submitted by each child's household is used to determine meal reimbursements provided by the federal government to the programs.

This chart provides the payments for meals served in outside school hours care centers.

CHILD AND ADULT CARE FOOD PROGRAM (CACFP)
Payments for Meals Served in Day Care Centers
Expressed in Dollars or Fractions Thereof
Effective from July 1, 1996 - June 30, 1997

Rates Per Meal in Child Care Centers		Breakfast	Lunch or Supper*	Supplement (snack)
CONTIGUOUS STATE, D.C., AND U.S. TERRITORIES	Paid	.1975	.1775	.0450
	Reduced Price	.7175	1.4375	.2525
	Free	1.0175	1.8375	.5050
ALASKA	Paid	.2850	.2850	.0550
	Reduced Price	1.3125	2.5750	.2950
	Free	1.6125	2.9750	.5900
HAWAII	Paid	.2225	.2075	.0550
	Reduced Price	.8825	1.7500	.2950
	Free	1.1825	2.1500	.5900

* *Rates for lunch or supper served in centers do not include the value of commodities or cash-in-lieu of commodities. New rates are published in July of each year in the Federal Register.*

The following chart shows the income guidelines used by USDA to determine eligibility for the paid, free, and reduced price categories in the child nutrition programs. The chart is based on family size and family income.

THE CHILD NUTRITION PROGRAMS

Income Guidelines for Child Nutrition Meals 1997-1998

Household Size	*Federal Poverty Guidelines 100% of Poverty*			*Free Meals 130% of Poverty*			*Reduced-Price Meals 185% of Poverty*		
	Year	Month	Week	Year	Month	Week	Year	Month	Week
1	$7,890	$ 658	$152	$10,257	$ 855	$198	$14,597	$1,217	$281
2	10,610	$ 885	$205	13,793	$1,150	$266	$19,629	$1,636	$378
3	13,330	$1,111	$257	17,329	$1,445	$334	$24,661	$2,056	$475
4	16,050	$1,338	$309	20,865	$1,739	$402	$29,693	$2,475	$572
5	18,770	$1,565	$361	24,401	$2,034	$470	$34,725	$2,894	$668
6	21,490	$1,791	$414	27,937	$2,329	$538	$39,757	$3,314	$765
7	24,210	$2,018	$466	31,473	$2,623	$606	$44,789	$3,733	$862
8	26,930	$2,245	$518	35,009	$2,918	$674	$49,821	$4,152	$959
Each add'l., +	2,720	$ 227	$ 53	3,536	$ 295	$ 68	$ 5,032	$ 420	$ 97

Source: Federal Register, Vol. 62, No. 49, 3/13/97, p. 11811-11813. This is relevant for the continental U.S. only and does not include Alaska and Hawaii, which are slightly higher.

Outside-school-hours care centers can be approved to serve one or more of the following meal types: breakfast, snack, or supper. In addition to these meals, programs can also serve lunch to enrolled school-age children during periods of school vacation, including weekends and holidays.

What's to Eat?

When participating in CACFP, your center must serve meals that meet the program's meal pattern requirements. These requirements help to ensure that all meals will be nutritious and well-balanced. Additionally, CACFP meal pattern requirements are intended to ensure that children are served meals that meet their daily energy needs and build and maintain strong bodies and minds.

The specific meal patterns for children ages 6 to 12 are provided on the following pages.

Breakfast Meal Pattern for Children ages 6 through 12

COMPONENTS	QUANTITY (serving size)
Milk	
Milk, fluid	1 cup
Vegetables and Fruits	
Vegetable(s) and/or fruit(s) or Full-strength fruit or vegetable juice **or** An equivalent quantity of any combination of the above	1/2 cup
Bread and Bread Alternatives	
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of bread and bread alternate	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup 1/2 cup

Supplement (Snack) Meal Pattern for Children Ages 6 through 12

COMPONENTS (Serve two food items selected from any two of these four components)	QUANTITY (serving size)
Milk	
Milk, fluid	1 cup
Vegetables and Fruits	
Vegetable(s) and/or fruit(s) or Full-strength fruit or vegetable juice	3/4 cup
Bread and Bread Alternatives	
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cold dry cereal or Cooked cereal or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of the above bread and bread alternatives	1 slice 1 serving 3/4 cup or 1 oz. 1/2 cup 1/2 cup 1/2 cup
Meat and Meat Alternatives	
Lean meat or poultry or fish or Cheese or Eggs or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds or Yogurt, plain or sweetened and flavored or An equivalent quantity of any combination of the above meat and meat alternatives	1 oz. 1 oz. 1 egg 1/4 cup 2 tbsp. 1 oz. 4 oz. or 1/2 cup

Lunch or Supper Meal Pattern for Children Ages 6 through 12

COMPONENT	QUANTITY (serving size)
Milk	
Milk, fluid	1 cup
Vegetables and Fruits	
Vegetable(s) and/or fruit(s) or Full-strength fruit or vegetable juice	3/4 cup
Bread and Bread Alternatives	
Bread or Cornbread, biscuits, rolls, muffins, etc. or Cooked pasta or noodle products or Cooked cereal grains or An equivalent quantity of any combination of the above bread and bread alternatives	1 slice 1 serving 1/2 cup 1/2 cup
Meat and Meat Alternatives	
Lean meat or poultry or fish or Cheese or Eggs or Cooked dry beans or peas or Peanut butter or soynut butter or other nut or seed butters or Peanuts or soynuts or tree nuts or seeds or An equivalent quantity of any combination of the above meat and meat alternatives	2 oz. 2 oz. 1 egg 1/2 cup 4 tbsp. 1 oz. = 50%

Obviously, these meal patterns allow all kinds of combinations of foods as well, such as casseroles, salads, soups, stir-fry, and pizza. Some examples of snacks might include: apples and wheat crackers; milk and cookies; saltine crackers and cheese; apples and peanut butter; rolls and applesauce; cereal mix and orange juice; celery with peanut butter and milk; carrot sticks and dip; vanilla wafers and bananas; ham sandwich; cereal with milk; tortilla and refried beans; bagel and peanut butter; egg on toast; cheese taco; cornbread and milk; waffle and melon; pineapple, grapes and a muffin; or orange and cottage cheese. Obviously, the possible combinations of foods attractive to children are numerous.

In general, afterschool programs are more likely to serve just an afternoon snack and not dinner, although dinner is gaining in popularity as children stay later in the afternoon while their parents work, and as program directors see the need for a full meal or a more substantial snack. The program must serve meals or snacks at regularly scheduled times each day. Meals must be served so that adequate time is allowed between meals and/or snacks. This is defined as at least a 3 hour lapse between the beginning of snack service and the beginning of dinner service. USDA, state administering agencies, the state's Extension

Service, and child care resource and referral agencies can provide a variety of suggestions for snacks and meals.

CACFP Participation

The growing need for afterschool care makes the potential for expansion of afterschool CACFP enormous. Based on data from USDA and the Department of Education's *National Before and After School Study (1993)*, of the approximately 50,000 formal before and afterschool programs in this country, an estimated 25 percent of programs serving low-income children are participating in afterschool CACFP. Currently, in programs for preschoolers and in afterschool programs, CACFP is serving over 2.2 million children daily, providing approximately 1.5 billion meals and snacks. The vast majority of these meals and snacks are served in child care programs for preschoolers.

Why is CACFP important?

CACFP is a magnet. Afterschool program providers often point out that food attracts children to the activities of the afterschool program. CACFP means that snacks and meals will meet nutrition standards, introducing children to many different types of food, and helping to teach them good eating habits that will last a lifetime. CACFP brings additional dollars to the afterschool program, freeing up dollars for additional staff and programming, and better quality staff and programs. CACFP is food for thought -- having consumed a nutritious snack or dinner, children are ready to learn, play, develop, and perform to their greatest potential.

FEEDING CHILDREN, PROVIDING SERVICES, AND OVERCOMING BARRIERS:

Answers To Common Questions About Using The Child and Adult Care Food Program In Afterschool Care

WHY SHOULD I USE CACFP FOR MY AFTERSCHOOL PROGRAM?

What are the benefits to an afterschool program of serving a snack or meal provided with resources from CACFP?

Using CACFP is a way to maximize limited resources. CACFP reimbursements make the provision of nutritious meals and snacks in afterschool programs possible. Moreover, using these federal resources allows other grant monies or parent fees to be used to improve the overall quality of afterschool programs. For instance, this frees up programmatic dollars to be used for other critical needs such as helping to provide more afterschool enrollment slots for children, for expanding the scope of programming, for hiring more and better teachers, or purchasing needed supplies and equipment.

Using CACFP allows your program to be in compliance with health, safety, and quality standards, giving parents a sense of security about the health and well-being of their child during the hours when children are not in school. Additionally, participating in CACFP encourages children to establish good eating habits that will last them a lifetime, since CACFP follows a nutritious meal pattern and incorporates nutrition education opportunities.

HOW DOES AN AFTERSCHOOL PROGRAM QUALIFY FOR CACFP?

What criteria must be met in order for an afterschool program to qualify for CACFP?

In order to qualify for CACFP, a program or center must meet USDA's criteria and any additional requirements that the state has put into place in its implementation of the federal regulations.

This means that the afterschool program must be:

- a public or private nonprofit non-residential child care community-based afterschool program; or
- a Head Start center; or
- an outside-school-hours care center, such as a school-based afterschool program; or
- a for-profit center which receives Title XX funding for 25 percent or more of enrolled children or 25 percent of licensed capacity.

The USDA criteria for participating centers include:

- being administratively and financially responsible for operating the food service in the afterschool center;
- submitting an application for CACFP participation;
- ensuring that meals served meet the meal pattern requirements;
- complying with financial management requirements for CACFP;
- making sure that there is adequate supervisory and operational personnel for managing and monitoring CACFP; and
- collecting and maintaining all necessary CACFP records.

The center must also be licensed or must have received alternate approval in accordance with state child care standards.

What is involved in becoming a licensed afterschool program?

State licensing standards for school-age child care vary considerably from state to state. Some states do not require public institutions such as school-based afterschool programs to be licensed, but do require other non-public organizations that provide care to be licensed. However, it is a fact that to participate in CACFP, afterschool programs must either come into compliance with state licensing standards or else get alternate approval.

Licensing standards generally include requirements which relate to the structure, equipment, and physical space of the afterschool program facility, safety and sanitation, personnel requirements, ratios of children to staff, health and food preparation requirements, record keeping, discipline issues, and reporting requirements for suspected abuse and neglect.

The issue of qualifying for CACFP is sometimes murky for potential school-age care programs because of the confusing nature of licensing practices for school-age care facilities. For instance, in South Dakota, there are no specific standards for licensing outside school hours care centers. Therefore, the South Dakota Department of Social Services does not require licensing for these afterschool centers. However, because CACFP requires licensing for afterschool programs, an outside school hours care center in the state of South Dakota wanting to participate in CACFP must choose to be licensed as a child care center or complete an alternate approval form.

What is the oldest a child can be and still participate in CACFP?

Children and youth in eligible centers can participate in CACFP if they are 12 years of age or younger. (There are two exceptions: enrolled children who are children of migrant workers and are 15 years of age and younger may participate. Additionally, physically or mentally disabled children and youth 18 years of age or younger can participate in the program.) The 12 year old age limit hampers many programs that wish to use CACFP to provide much needed meals and snacks but serve a broader age range of children. One creative strategy for overcoming the barriers that the age limit imposes includes getting community businesses and partnerships to provide the resources for the meals and snacks for the children over age 12.

WHAT DO I NEED TO KNOW ABOUT FOOD PREPARATION?

Do I have to have a kitchen to participate in CACFP?

Even if food preparation facilities are not available, it is still possible to serve meals and snacks to children. Programs without cooking facilities can participate in CACFP and provide children with the nutritious snacks and meals they need. For instance, peanut butter, cheese, bagels, juices, and whole fruits are food items that will work and meet CACFP guidelines.

There are many options and suggestions on ways to prepare and serve meals and snacks for afterschool programs in the models section of this handbook. For instance, the city of Reno, Nevada uses a centrally located kitchen facility to prepare the food it distributes to all of the programs it sponsors. The Ohio Hunger Task Force contracts with a vendor to distribute the hot, prepared dinners to the programs it sponsors in the Columbus area. Some afterschool centers use the school cafeteria and depend on school food service personnel to prepare and serve the meals. Some snacks -- for instance, cold, easy-to-prepare items -- are simply prepared by the teacher or program administrator to be served to the children. Remember, access to a cafeteria facility is not necessary. Snacks and meals can be served in classrooms, gyms or all-purpose rooms.

What is the difference between serving a meal and a snack?

Some programs using CACFP choose to serve an afternoon snack once the children have arrived at the program site, while other programs offer dinner to their children. Some serve both. This depends on facilities, the daily program schedule and hours of operation, and the needs of the families enrolled in the program. A number of programs are beginning to offer dinner as children stay later at the afterschool center waiting for

parents to come from work. (For some children dinner can serve as a more generous snack.) Serving dinner does not necessarily mean a hot meal. It is feasible to meet the program guidelines for dinner with a cold, or "brown bag" meal. The higher reimbursement provided for dinner allows afterschool programs to provide children with a greater amount of food. This helps them to keep their energy up and stave off hunger throughout the afternoon.

Often afterschool programs are interested in learning how they can convince sponsors, program coordinators, or school districts to provide dinner for children in the program. A dinner program where CACFP resources are used to feed the children in the afterschool program and outside resources are used to feed the children's families, results in a fun "family night" and tightens the relationship between parents and the afterschool program. For many children, the food they receive at school and in their afterschool program can be the most nutritious they get all day, and therefore the added nutritional benefits of providing CACFP dinner to students can make a real difference.

Which is better, vending the food or preparing the food on site?

Deciding whether to prepare the food at the afterschool site, or having it vended by another organization specializing in food preparation and then brought to the afterschool site depends on the facilities, resources, and personnel. Questions to ask yourself include: Do you have easy access to kitchen facilities? Can you work with the school food service personnel? Do you have personnel to spare for meal preparation? Are there quality vending services in your area? Would meals prepared on site provide you with a wider variety of foods, and foods that are more appealing to the kids? The variety of models highlighted in this book make it clear that there are a wide range of effective options for how outside-school-hours care centers can incorporate CACFP.

WHAT IS INVOLVED IN ADMINISTERING CACFP IN AFTERSCHOOL SETTINGS?

Is there a lot of paperwork involved in operating CACFP?

There is no question that CACFP, like all programs, requires paperwork for accountability purposes. However, school-age care providers, sponsors, and state administering staff generally believe the paperwork involved is well worth the benefits of the program.

Some school-based afterschool programs have worked out arra..gements with the school food service staff to do the paperwork for CACFP along with the record-keeping for the School Lunch or Breakfast Programs. In addition, forms can be simplified. The Meadow Extended Day Care program in Thorton, Colorado uses a short form developed by Colorado's Department of Public Health and Environment in collaboration with child care sponsors and providers throughout the state. This simplified, shortened form is for school age centers that receive CACFP reimbursement based on all of the center's children being in the paid category. Using the short form means not having to write down each child's name and tracking his or her meals, but rather simply filling in the number of children having the meal or snack that day, resulting in only one form each week.

How do I deal with income eligibility forms?

A little-known provision called direct certification both assists very low-income students who are categorically eligible for free meals under nutrition program guidelines; and reduces paperwork by allowing schools to provide the students free meals without their families having to fill out and return an application. Direct certification enables families who participate in the Food Stamp Program, the state's Temporary Assistance for Needy Family (TANF) Program, or the Food Distribution Program on Indian Reservations (FDPIR) to obtain free school meals for their children without filing an application.

Nutrition program income guidelines make these students categorically eligible for free meals, yet the application itself often acts as a barrier to participation. Records from the Food Stamp, TANF and FDPIR programs are cross-checked by computer with school enrollment records (with precautions taken to ensure students' privacy). Families are then notified if their children are eligible to receive free meals at school. In most cases, schools notify the families, but in an alternative process that is growing in popularity, welfare case workers certify their clients' eligibility for child nutrition programs when evaluating their eligibility for welfare and notify the families about their children's eligibility for free meals. The letters can then be used to verify eligibility. Thus, the children become "directly certified" for free meals.

In Texas, where over 40 percent of the 1.8 million children eligible for free meals are directly certified annually, letters generated can be used to verify eligibility for free meals in any child nutrition program. You may want to explore the use of direct certification in your state and its availability to help reduce your CACFP paperwork. Work with your local and state advocates to ensure that such a provision is included in any state plan regarding coordination of benefits if it is not already.

WHAT DO I NEED TO KNOW ABOUT THE FINANCIAL SIDE OF AFTERSCHOOL CACFP?

What can I use the CACFP reimbursement for?

CACFP reimbursements can be used for food, meal preparation costs, and paperwork. (A chart with the current reimbursement rates can be found in the first chapter of this handbook.)

Does CACFP cover the whole cost of meals and snacks?

It depends on your program. The Ohio Hunger Task Force has found that when the majority of students are reimbursed at free or reduced price rate, the full cost of the food program can be covered with the federal reimbursements provided. However, even among those programs in which monthly total reimbursements cover only half of the costs associated with providing meals or snacks (because a significant number of their students are not low-income), the general consensus is that CACFP reimbursements are a vital source of income for the afterschool program that would otherwise not be available, and are, therefore, very much worth the effort involved in administering the food program.

Is Afterschool CACFP Only for Low-Income Children?

A common misperception held by potential providers of afterschool programming who wish to utilize CACFP is that, in order to participate in CACFP, they can serve only low-income children. This is in fact not true. CACFP is a program that can serve the needs of all children. (The reimbursement levels provided by the federal government are based on the family incomes of the children.) All children need the energy that comes from a snack in the afternoon to help them keep their energy levels up as they continue learning, playing, and developing in afterschool programs. Resources for afterschool care are hard to come by in many communities across the country and CACFP can make an important difference for all of them.

Can I receive advance payments to cover out-of-pocket costs?

Although recent welfare reform legislation has made the availability of advance payments an option for states rather than a requirement, some states will continue to offer advance payments. Afterschool programs participating in CACFP are eligible to receive advanced payments equal to the program's average monthly reimbursement. These are funds that are available to help pay for expenses the program will incur before receiving reimbursements for the month. The availability of advance payments is key to the successful provision of meals and snacks in many afterschool programs where cash flow is tight. You may choose to receive all or part of the advance payments that you are eligible for. It is important to keep in mind that there are additional record-keeping requirements if you choose to receive advance payments.

What are some ideas for funding sources for the other aspects of my afterschool program?

Having as broad a range of funding sources as possible helps to guarantee that an afterschool program can remain viable. There are a wide range of sources of funding at the state and federal level which can be tied to a comprehensive afterschool agenda. For instance, afterschool programming is connected to funding from child care monies and subsidies, crime prevention and justice, and education.

Local sources of funding could include: county boards of supervisors, school districts, mayors and elected officials, and human service agencies.

Private sources of funding are playing an increasing role in helping to provide quality Outside-School-Hours Care program options for children and youth. Businesses have begun to understand that to have a productive workforce, parents must be confident that their children are safe and well-cared for. Additionally, ensuring a productive workforce for the future means investments in the education and development of today's children.

When you lay out your program goals for local businesses and funders so that they match the broader agenda of the community, these entities are eager to become partners in your afterschool activities. They will be attracted by the positive outcomes that can result for children, families, and the local community around the program site. Afterschool program administrators and sponsors have used successful, innovative approaches such as garnering support from professional sports franchises. It can also be useful to establish a special rapport with funders, bringing corporate people into the program setting. Many funders will like the community collaboration component.

Some afterschool program directors have tackled head-on the challenge of gaining community support and resources for programming. For instance, this fall the Smart Start

Program in Ojai, California published a newsletter targeted to the Ojai Valley Community to show the program's appreciation and draw attention to those who are helping the Smart Start program to thrive.

> The Smart Start Board of Directors is very appreciative of the support that Smart Start has received from the Ojai Valley community. Parents pay the on-going support of child care: rent, insurance, staff salaries. But ALL of the extra things our children enjoy -- field trips, computers, special science materials and toys -- are available to our children because of the generosity of local residents and businesses.

Some states provide additional financial assistance for the Child and Adult Care Food Program in the form of start-up monies or additional per-meal reimbursements. Start-up monies are especially critical for helping afterschool programs based in facilities other than schools to come into compliance with health and safety standards for CACFP. Additionally, some states have set aside federal childcare funding specifically targeted to expanding before and afterschool care in the state. Contact your state administering agency (education, health or human services) for more information on what is available in your state.

How can I gain access to school facilities for an afterschool program?

Afterschool providers and sponsors report that there are sometimes challenges to overcome in getting school districts and building administrators to work in partnership with afterschool programs. Principals are often concerned about having children in the school before or after school hours. Teachers worry about volunteering their classrooms for use by afterschool programs. Additional issues may include: paying for janitorial staff; transportation problems; and getting the support of school food service personnel for afterschool programming.

Solutions to some of these problems were worked out by administrators of the LA's BEST afterschool program in Los Angeles, California. To encourage teachers to allow the afterschool program to use classroom facilities, LA's BEST promised to replace anything that was broken or turned up missing. In addition, the afterschool program let teachers use the materials and supplies donated to the afterschool program including VCRs computers, and art supplies. School officials in Los Angeles are beginning to see very positive changes in the school buildings' atmosphere as a result of the afterschool program being in the schools. For example, teachers and school staff stay longer in the facilities after school because they feel safer, and their presence, in turn, improves the atmosphere of the building even more.

AFTERSCHOOL PROGRAM DETAILS

What should I think about as I get started?

In thinking through your strategy, keep in mind that each community faces its own unique challenges, which will require creative and individual responses when developing any program.

You should get in touch with your state administering agency for CACFP -- usually the Education Department -- to find out your state's rules about using CACFP in after school programs.

You need to know your community. What's the best way to measure need in your situation? You will be trying to meet the needs of working parents; the needs of children for a safe place to play where educational and recreational activities are available along with snacks and/or meals; and the needs of the community. You will want to learn what parents are currently doing in your area to provide care after school and in what settings. Is food provided, when what kind and how? What kind of programming and supervision is currently provided to children after school?

You will need to identify partners and allies, find out their concerns, suggestions, and needs and encourage their support. Potential partners could include:

- Community agencies such as the Parks and Recreation Department
- Youth organizations such as the Boys and Girls Clubs, Urban League programs, and the YMCA and YWCA
- Public schools and school boards, private schools, parochial schools and community schools
- Local school food service directors and other school food service employees
- Family child care homes and child care centers
- Women's groups involved in "social responsibility" projects such as the Junior League, the League of Women Voters, or the Council of Jewish Women
- Volunteer, civic and charitable organizations

- Local religious congregations that are seeking to make socially responsible contributions to the community
- Parents' groups, such as the PTA
- Teachers and principals
- Child care resource and referral agencies
- State, county, and local social service agencies
- Local government bodies and the elected officials serving on them
- Local businesses and corporations

Once you get programs started, or enhanced with the provision of snacks and meals, you will need to work with these same partners to develop effective strategies for spreading the word about the availability of afterschool programs with snacks and/or meals.

How do I find a good curriculum?

There are many resources available for afterschool curricula. For instance, both the 4-H Program and YMCA have curriculum guides. Resources are also available through the Child Care Information Exchange and School-Age Notes. (See Appendix B.) In addition, many programs participate in their local library programs, which provide library books and tapes to supplement educational themes being studied by children in the afterschool program. And, of course, each community has its own wealth of cultural and other resources.

How do I overcome ideological barriers to afterschool programming and the provision of meals, such as "This is the parent's role, and nobody elses'!"

When organizing to start providing meals and snacks in an afterschool program using CACFP or just starting up a new afterschool program, these ideological barriers can be as difficult to overcome as structural barriers for program implementation. Some parents, school personnel and administrators, and community groups see the care of children and the provision of meals as solely the parents' responsibility. But, as was discussed in the beginning of the book, without afterschool care many children would face this afterschool period on their own. It is also possible that without the nutritious CACFP snack or meal that children receive at their afterschool program, many might go hungry.

Afterschool programs understand that providing an afterschool snack to children can be just as important to a child's development and safety as is tutoring and recreation. We've already noted the link between good nutrition and cognitive development. Additionally, children participating in CACFP are gaining healthy eating habits that will stay with them through adulthood, and often come to the program because of the food provided.

Encouraging parents and families to get involved in the afterschool program has been successfully accomplished in many communities through the development of "Family Night." Routinely, afterschool programs hold a family night in which families come and eat dinner with their children and learn about and share their children's afterschool program activities. Children are able to eat a dinner paid for by CACFP, and resources to provide dinner for parents and other family members is garnered from community donations of food and money. Additionally, encouraging parents to volunteer as advisory committee members for the afterschool program helps them to better understand the program.

How do I get the children to the afterschool site?

Many afterschool programs are located in a facility separate from the child's school day facility. Transportation can be a challenge. Some school systems have worked afterschool locations into bus stops and routes to help facilitate getting children to the appropriate afterschool site. Each organization participating in the afterschool child care partnership should bring their strengths to the afterschool program. It is possible that one of the partners has access to a van or bus that can be used during the afterschool hours for transporting children safely to and from the afterschool program.

How can I prove that my afterschool program is successful and making a difference for the children and the community?

Evaluating the success of your afterschool program is important in gaining the support of parents, the community and funders, as well as guaranteeing the best services for the children. Many programs have worked hard to show that educational, recreational, and mentoring activities, together with nutritious food and a safe environment, combine to enrich school-age children's lives.

For example, the Ohio Hunger Task Force is working with Ohio State University to study the role the afterschool program plays in the lives of participating children.

The LA's BEST program in Los Angeles has rigorously tracked its students and evaluated its program based on student, parent, teacher, and administrative feedback. In evaluations, students report liking school more and feeling safer. Parents worry less about drugs, gangs, and other inner city problems. School performance and achievement continue to go up every year. In fact, after two years of participation in LA's BEST, students' grades and performance have gone up, across every student level and across all ethnicities. Administrators report that kids fight less in school, as they develop better social skills through afterschool activities. Finally, LA's BEST schools report school-based crime has gone down 40 to 60 percent.

WHAT WE KNOW ABOUT AFTERSCHOOL CARE:

The Importance of Afterschool Child Care Opportunities for Child and Youth Development and Success

WHAT WE KNOW ABOUT AFTERSCHOOL CARE: The Importance of Afterschool Child Care Opportunities for Child and Youth Development and Success

"[School-age care programs] provide children with positive alternatives to life on the streets, a safe and nurturing environment, and activities to develop and enhance life skills. These skills -- the ability to communicate, make decisions, solve problems, and make plans -- help children learn in school, work with their peers and teachers, and become responsible adults." -- SACCProject, Center for Research on Women

People are often shocked to learn the number of children in this country that are left home alone or without adequate supervision when school is not in session. Many school-age children can spend significant periods of time in self-care as their parents work. Momentum for an afterschool movement in this country has been growing in the last two decades as parents, advocates, teachers, and community leaders have become more aware of the challenges facing children and youth. In addition, mounting evidence has begun to suggest that how children occupy their time during their non-school hours is directly related to their ability to achieve in school and contribute to society. This chapter provides an overview of the status of school-age child care today and the growing need for afterschool care across the country.

CURRENT AVAILABILITY OF AFTERSCHOOL CHILD CARE DOES NOT MEET THE GROWING NEED

What is the scope of outside-school-hours care currently? The preeminent study on child care for school-age children (carried out under the auspices of the U.S. Department of Education), *National Study of Before and After School Programs (1993)*, found that approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before and afterschool programs. The study found that 83 percent of those enrolled in afterschool programs are in the pre-kindergarten through third grade age range. Of these formal before and afterschool school programs, approximately 25 percent of programs serving low-income children are participating in CACFP.

Afterschool programs of all types -- programs run in schools, programs based at nonprofit agencies, and programs operated by private groups -- have emerged as a key protector of

children in their out-of-school hours. The study estimates that about two-thirds of programs are sponsored by non-profit agencies -- like public schools, government agencies, or private organizations such as the YMCA. The remaining third of the programs are operated by for-profit childcare organizations.

Current available afterschool programming falls far short from meeting the need. The Census Bureau projects that approximately 24 million school-age children are in need of care and supervision while their parents work. As more and more parents work non-traditional hours and enter the workforce to provide for their families, this need for afterschool programs continues to increase.

Experts estimate that nearly 5 million school-age children spend time without adult supervision during a typical week. Exact figures are not available in part due to parents' reluctance to report that they leave their children alone. Older children are much more likely to spend time on their own than are younger children. Data from the *National Child Care Survey (1990)* suggest that less than 5 percent of children under age 8 are regularly in self-care compared to 35 percent of all twelve-year-olds.

EXPANDED AFTERSCHOOL CARE OPTIONS FOR LOW-INCOME CHILDREN IS ESPECIALLY CRITICAL

The reality of a lack of afterschool program opportunities is especially critical for low-income children in this country. The report, *Out-of-School Time: Effects on Learning in the Primary Grades (1995)*, indicates that low-income children are less likely to be enrolled in school-age child care programs and more likely to be cared for in informal after-school arrangements when their parents are working. Low-income children are much less likely to take lessons or be enrolled in other enrichment activities than their higher income peers.

As the Report's author Beth Miller notes, "[T]hese activities provide opportunities for children to build on what they experience in school, develop areas of skill and interest, and develop relationships with caring adults. Research on resiliency has found that these factors are related to adult success, especially for children who face multiple risks to their development."

Based on this research, one of the School-Age Child Care Program's key recommendations is a call to:

> "Increase the availability of no or low cost programming for low-income children. All studies that have addressed the issue have found an inadequate level of accessible out-of-school services for low-income children. Increased accessibility is needed in all areas of out-of-school programming, including lessons, recreational activities, and child care. Depending on local circumstances, supply may need to be increased, tuition or fee subsidies may need to be offered and/or increased, or other barriers such as transportation may need to be addressed."

AFTERSCHOOL CARE HELPS TO PREVENT JUVENILE CRIME

In the hours when school is not in session, children and young adolescents need positive alternatives and creative, structured activities to take them out of situations where inappropriate behavior and criminal activity may occur. Many youth counselors, community leaders, and advocates view constructive youth development activities and programs in supervised, supportive environments as providing the safe havens that children need.

A survey of over 500 police chiefs from across the country conducted by Northeastern University's Center for Criminal Justice Policy Research for the organization *Fight Crime: Invest in Kids*, indicated that the law enforcement officials believe that crime prevention strategies like "increasing investment in programs that help all children and youth get a good start" was vastly more effective than "trying more juveniles as adults" or "hiring additional police officers."

The police chiefs' study also revealed that more than nine out of ten police chiefs agreed with the statement "America could sharply reduce crime if government invested more in programs to help children and youth get a good start by fully funding Head Start for infants and toddlers, preventing child abuse, providing parenting training for high-risk families, improving schools and providing after school programs and mentoring." Additionally, nine out of ten of the law enforcement officials interviewed agreed that "if America does not pay for greater investments in programs to help children and youth now, we will all pay for more later in crime, welfare, and other costs".

This belief is supported by data on juvenile offenders. In 1995, the Office of Juvenile Justice and Delinquency Prevention, which tracks violent crimes committed by juveniles, released a comprehensive study, *Juvenile Offenders and Victims: A National Report*, which revealed that crimes committed by juveniles peak in the afterschool hours and decline throughout the evening hours. The hours of greatest danger for crimes to be committed by juveniles is from 3:00 to 6:00 in the afternoon.

Juvenile justice officials see mentoring opportunities and afterschool programs as one of the strategies available to states and communities to help combat these trends. Attorney General Janet Reno often stresses the vital role of programs aimed at curbing juvenile crime, including mentoring and supervised afternoon and evening activities and encouraging police and educators to work together on solutions that will prevent juvenile crime.

AFTERSCHOOL CARE PROMOTES HEALTHY BEHAVIORS

Research indicates that children who spend a large portion of out-of-school time on their own face greater risk. For instance, the report, *Out-of-School Time: Effects on Learning in the Primary Grades,* suggests that children who spend out-of-school time "hanging out" with friends may be less likely to achieve in school and be more likely to engage in a range of risk-taking behaviors. Children who are under closer adult supervision during out-of-school time are less likely to be as susceptible to negative peer pressure.

Research indicates that children and pre-adolescents categorized as "latchkey" children often face great risks to their health and well-being. According to a study of latchkey children conducted in Southern California, these children are at significantly greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior and substance use. Dwyer et al, surveying 8th graders, found that children who spend more hours on their own and those who began self-care at younger ages are at increased risk. (Dwyer et al. 1990. "Characteristics of eighth-grade students who initiate self-care in elementary and junior high school." *Pediatrics*. 86, 448-454, as reported in Miller, Beth. 1995. *School-Age Child Care: Out-of-School Time, Effects on Learning in the Primary Grades.)*

A study conducted by the Center for Prevention Research and Development at the University of Illinois at Urbana-Champaign has concluded that preteens who are alone after school are more likely to experiment with drugs or alcohol. The study surveyed more than 600 students in grades five through seven. The results indicate that "latchkey youths" were three times more likely than their peers to say they have been drunk at one time or another. Almost one in five, or 18.9 percent, admitted to drinking, compared to 5.9 percent among other kids of the same age group. Additionally, latchkey kids were more than four times as likely to have used marijuana. Concerning cigarette smoking, 14.1 percent of latchkey kids said they had smoked within the past month, as compared to 6.3 percent of supervised students.

"I think that people would be surprised at how much time kids spend unsupervised," said University of Illinois researcher Peter Mulhall, who conducted the study, drawing attention to the need for increased prevention and intervention efforts, citing the need for better after-school programs for teens and preteens.

Two other aspects of health that can be positively influenced by afterschool care are the nutritional quality of the diet and the level of physical activity. Obviously both these factors influence children's short- and long-term health and sense of well-being. After-school care can involve consistent levels of physical activity, and after-school care that offers CACFP snacks and/or meals also offers foods that meet nutrition standards. There is a clear contrast between this picture of quality afterschool care with CACFP and that of a youth lying on a couch watching television for several hours while he or she eats high fat, low-nutrient snacks.

AFTERSCHOOL CARE CONTRIBUTES TO ACADEMIC SUCCESS

The Carnegie Task Force on Learning in the Primary Grades indicated in their report, *Years of Promise: A Comprehensive Learning Strategy for America's Children*, that "one in four nine-year-olds watches television five or more hours a day." The SACC Project reports that "children spend more of their out-of-school time watching television than in any other single activity. Children's television viewing has been associated with lower reading achievement, behavior problems, and increased aggression." In contrast, the SACC Project reports that "[children attending afterschool programs spend] more time in enrichment activities and in one-to-one academic work with an adult. In addition, they are exposed to more learning opportunities."

How influential can afterschool programming be in the development of children and youth? The evidence suggests that what children do during their out of school time strongly influences children's successes academically. Whether or not their mother is employed, research indicates that what children do during non-school hours has a critical impact on school achievement and long-term success. The activities in which children are engaged, as well as the quality of adult supervision they receive, is more important than income or parent's education in determining academic success. (SACC Project, Center for Research on Women)

Research has found that children attending afterschool programs had better peer relations, emotional adjustment, and better grades and conduct in school than their peers in other care arrangements. These children were exposed to more learning opportunities, spent more time in academic activities and enrichment, and spent less time watching television. Moreover, studies comparing children in a variety of care settings, including quality programs, care by mother, care by another adult, and self-care have found that children enrolled in quality school-age programs have more advanced social, reading and math skills. (SACC Project, Center for Research on Women)

Educators are looking for ways to help children stay in school and achieve to their fullest potential. Chicago public schools are beginning to serve dinner as part of an afterschool tutoring program. The program will take place in about 40 schools across the city which are on academic probation -- those where 85 percent or more of students score below the national average in reading. The program will include an hour of academic tutoring, taught by public school teachers, and an hour of recreational activity. Blondean Davis, a manager of the Chicago school system, talks about her desire to attend to "all aspects of [the children's] well-being, including nutrition" when organizing this new afterschool programming. "Our idea was, since we're keeping them for two extra hours, why not serve a meal?" The benefits of providing dinner to children in an afterschool academic program is gaining prominence. As Kathy Christie of the Education Commission of the States based in Denver points out, "Kids need both physical and emotional support...Food is certainly a

physical requirement." (As reported in *USA Today*, Monday, December 30, 1996, "Chicago Schools Serving Dinner with Lessons.")

Afterschool programs also offer a perfect opportunity to help improve the nutritional status and cognitive development of vulnerable children and youth. Research in the past few years has helped the public to better understand that even moderate undernutrition can have deleterious effects on the cognitive development of children. As Dr. Ernesto Pollitt, Professor of Pediatrics at University of California, Davis, explains, "inadequate nutrition is a major cause of impaired cognitive development, and is associated with increased educational failure among impoverished children....Undernourished children also are more susceptible to illness and therefore more likely to be absent from school. Children who attend school hungry have diminished attention spans and are unable to perform tasks as well as their nourished peers. In these cases, the full value of the education provided is lost." (*Statement on the Link Between Nutrition and Cognitive Development in Children* (1995). Tufts University School of Nutrition, Center on Hunger, Poverty, and Nutrition Policy.)

AFTERSCHOOL CARE CAN HELP TO SUPPORT WORKING FAMILIES

There is mounting evidence that afterschool programs have an impact on parents' work performance, employers, and community well-being. The SACC Project reports that employers "observe a drop in productivity around three in the afternoon [due to the] number of phone calls employed parents and their latchkey children make to each other. Many employers are beginning to recognize that by promoting school-age care, they increase their chances of having a motivated, productive workforce." ("School-Age Child Care." SACC Project, Center for Research on Women. *Building and Maintaining an Effective Child Care/ Early Education System in Your State.)*

In addition, researchers highlight the power of afterschool programs in helping to develop and produce new generations of competent workforce participants. The Carnegie Task Force on Learning in the Primary Grades reported that they found "largescale employers [to] have a particular stake in the successful operation of afterschool programs." The Carnegie Report called for an afterschool strategy based on partnerships with "schools, businesses, community-based organizations, cultural institutions, and volunteer organizations" allowing afterschool programs to "offer children much richer experiences."

SUCCESSFUL CACFP MODELS IN AFTERSCHOOL CARE:

Making Federal Nutrition Program Resources Work For Children And The Community

Successful Models and Their Purpose in This Book

As you read through the following descriptions of the afterschool programs that use CACFP, what you will probably notice most is their diversity -- in geographic location; in settings and sponsors; in the use of transportation; in the collaborations involved; in size; in the funding used to operate activities; and in the programming that is provided. These descriptions illustrate how afterschool programs can be tailored to the specific needs and characteristics of each community. They also show the enormous potential for collaboration that the development of afterschool care offers. Most of all, these examples demonstrate what has worked, and how others have answered questions or overcome barriers.

R' Club, Clearwater, Florida: From the Grass Roots: Involving Parents and the Larger Community

A successful afterschool program is most often the result of a small group of individuals realizing that their is a need for quality care for school-age children and a gap in available services. In the case of R'Club in Clearwater, Florida, the impetus came from a discussion between two women who realized that more care was needed for their children in the hours when kids were not in school. This discussion led to the formation of a community group to assess the lack of child care options, and the involvement of local principals and elementary school staff. As R'Club celebrates its twentieth anniversary this year, the program is running strong serving 2,700 school-age children in elementary schools across the region.

R'Club opens for the children at 6:30 a.m., providing before school care and a nutritious breakfast to get the kids ready to start the school day. The children return to the R'Club programs in the afternoon at the end of the school day, with the program remaining open until 6 p.m.

R'Club participates in the Child and Adult Care Food Program, using the resources to help provide breakfast and snacks to the children. Across the 33 R'Club centers, about 28 percent of the children qualify for free and reduced-price meals. For food and supplies, the program does central purchasing but each of the centers is responsible for preparing the snacks for their center. Elizabeth Wutschel, Fiscal Services Director of R'Club is clear about why R'Club centers participate in CACFP. "The Food Program ensures a higher quality of meal for our children. The Program helps us to be able to afford to provide quality and nutritious food."

R'Club places a lot of emphasis on making their afterschool programs a fun place to be. The staff points out, "after being in school all day, children need to kick back, spend time

with their friends, be challenged and do things they enjoy." The program also stresses the importance of respect, responsibility, self-reliance, and responsiveness to others -- the four R's of R'Club. To this end the centers offer opportunities and activities like: homework assistance and tutoring; kid meetings; youth leadership program; cultural awareness experiences; introduction to the fine arts; conflict management classes; training in team work; peer mentoring; opportunities for community involvement; and daily snacks. Older children at the centers can be in the Kid Leader Program, helping and working with younger children in the center setting.

In an effort to tie parents into the R'Club program, once each quarter, parents are invited to Parents' Night In to visit with their child's director and counselors, talk with other R'Club parents and see the activities that their children have been working on.

Getting businesses and community resources involved in and supporting afterschool programming is a challenge. R'Club has done a good job of marketing themselves as providers of a great service to the community and one that should be supported by business dollars and community leadership. R'Club produces an annual report in which they present their case, making it clear that as a nonprofit agency, they measure their success by the extent to which they are addressing real community needs and making their community a better place in which to live. From the annual report:

> Providing an essential service like child care is one way we [R'Club] benefit local businesses and the larger community. Studies show that affordable, reliable child care improves employee morale while reducing absenteeism and turnover.
>
> A recent study by the Juvenile Justice Foundation also demonstrated how before and after school programs, like R'Club, are essential to combating juvenile delinquency. A remarkable finding of this study is that most delinquent acts occur between the time school lets out and supper is served, the very time R'Club is providing children with creative, constructive alternatives to being out on the street with nothing to do.
>
> Programs like R'Club, which stress character building, are helping our community in still another way. Ask most employers what they look for in the people they hire. They'll tell you that in addition to being qualified for the job, they want people who can think for themselves, solve problems, work well with others and make a contribution. In short, they want capable, responsible persons who embody the four R's of R'Club. Persons who not only make good employees, but who also will be conscientious citizens as well.
>
> As a mission driven business, R'Club is also a major employer. This past year, we pumped $5,000,000 into our local economy. Over $3,000,000 went to pay our 250 employees, all local residents. Nearly $2,000,000 more went for rent, utilities, food supplies and field trips - all purchased from area businesses.

Additionally, for getting the word about R'Club out into the community, there are volunteers that make up the R'Club auxiliary, Friends of R'Club, which was organized specifically to help generate more awareness of and support for the agency's services and programs.

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Monsanto Family YMCA/ Washington Montessori School-Age Child Care Project, St. Louis, Missouri: A Partnership That Makes Everything Possible, Including Transportation

A unique partnership in St. Louis made up of the Monsanto Corporation, a YMCA facility, and neighborhood elementary schools, allows children ages 3 to 15 to participate in before and afterschool care. The program serves eight local elementary schools and has a central site location at the Washington Montessori School.

Transportation is often mentioned as one of the barriers to getting children to afterschool sites and participating in CACFP. The Monsanto YMCA has worked creatively to provide transportation for children to and from the Washington Monstessori afterschool site and their own schools. The YMCA was able to get a van donated for the purpose of transporting program participants. When the van is not in use for transporting children for the school age care program, it is available to serve the needs of other populations and programs at the YMCA. For instance, older people are provided transportation for senior programming. The YMCA is responsible for transporting the children to their respective schools in the morning to begin the school day as well as transporting them back to the Washington Montessori site after school is out. The YMCA covers the liability insurance.

The Washington Montessori program serves on a daily basis about 40 children before school, from 6:30 a.m. to 9:00 a.m. and approximately 75 children afterschool from 2:30 p.m. until 6:00 p.m. Using CACFP resources, the program provides eligible children with breakfast in the morning and a snack in the afternoon. For youth 13 to 15 years old, meals and snacks are provided with other resources.

The school-age care program uses the Washington Montessori school classrooms as their base. The cafeteria is available for snacks and meals and indoor recreational activities, and the outside play facilities of the school provide a safe, protected place for the children to play.

An additional unique quality of the Washington Montessori program is its ability to serve children as young as 3 and as old as 15. The staff works hard to prepare a variety of lesson plans that are age appropriate for the 3 year old pre-kindergartners as well as for the older children. The staff are careful to provide activities for children grouped by age, while also creating time for young children to interact and learn from the older children attending the program. The 12 to 15 year olds are known as junior SACCers (School Age Child Care) and help prepare and lead activities for the younger children.

In the afternoons, the children have their snack when they first arrive at the Washington Montessori School building. After they have eaten, they work on homework, read books and listen to music until 4 p.m. Help is provided for children who need assistance with homework completion or reading activities. From 4 p.m. until the end of the afterschool day, children participate in the planned activities prepared by the staff. Children are also encouraged to participate in outdoor activities.

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Ohio Hunger Task Force Outside School Hours Care Program, Columbus, Ohio: Anti-Hunger Organization as CACFP Sponsor

The Ohio Hunger Task Force (OHTF) uses CACFP to provide nutritious meals and snacks to children up to age 12 in afterschool programs in the Columbus area. The OHTF acts as the sponsor for CACFP and contracts with a local Columbus vendor to deliver snacks and dinner to the afterschool sites for the children. OHTF is responsible for ensuring that meals are handled properly and that they meet all program rules. They are also responsible for conducting a nutrition training session yearly for the outside school hours program staff at each of the sites, and for reviewing and visiting each site six times a year. The Ohio Hunger Task Force currently collaborates with 21 afterschool sites in Columbus, serving about 1,000 children daily. The sites usually operate from 4 to 6 p.m. daily and dinner is provided to all enrolled children. (See Appendix C for a sample of their promotional materials.)

To be in compliance with state law, the afterschool programs with which Ohio Hunger Task Force collaborates must be licensed or have alternate approval and provide structured educational and recreational activities. In addition to guaranteeing that nutritious meals and snacks are a component of the afterschool programs, Ohio Hunger Task Force lends its expertise on programming, policy and finances to the afterschool program staff to help ensure the highest quality programs for children. Currently, the sites are all community organizations and/or church-based. It is a goal for Ohio Hunger Task Force to expand into schools, as they are a natural fit for the afterschool program.

The Ohio Hunger Task Force has worked hard to incorporate fun activities such as the Little Chefs Program, in which local chefs come to the centers and teach the children how to make healthy, delicious, and fun foods for their families. OHTF has also partnered with the Boy Scouts in the greater-Columbus area to help get them more involved in regular afterschool programming. In addition, a "Professional Opportunities" initiative brings community workers and leaders to the afterschool sites to help the children explore job options, value work experiences, and meet successful role models from the community.

In looking at the paperwork involved with using the Child and Adult Care Food Program effectively, the Ohio Hunger Task Force has found ensuring competent management of the program has been critical. Even though Ohio Hunger Task Force works hard to collect the income eligibility forms from each family so as to maximize the resources for the program, OHTF stresses that the paperwork is quite manageable and well worth the resources obtained in return.

When asked what he would advise others wanting to provide CACFP snacks and meals in afterschool settings, Bill Dolan, Executive Director of OHTF, urges them to think of afterschool programming using CACFP as a "whole package that you can sell to funders." Dolan sees the Ohio Hunger Task Force model as containing the following key elements: nutrition; structured educational, recreational, and enrichment programming; collaboration; local business support; and measurement.

- Using CACFP, OHTF helps programs provide nutritious snacks and meals to children in outside school hours settings. At these sites, 99.5 percent of children qualify for free or reduced price school meals.

- The programs offer two hours of structured educational and recreational programming including tutoring and sports activities.

- OHTF has worked hard to collaborate with others in the community to provide afterschool opportunities. For instance, they have collaborated with local churches for use as afterschool sites.

- OHTF has been successful in engaging local businesses as partners to support sites needing additional materials and supplies. For example, OHTF has established a relationship with the dairy company Borden, which is based in the Columbus area. They have been able to develop and strengthen their relationship beyond just financial and in-kind support, to include getting volunteers from the company to participate in the afterschool programs as tutors. Site coordinators have indicated that this type of personal involvement by volunteers acting as tutors and mentors is critical to the success of the children.

- Dolan recognizes how important evaluation and measurement of the programs is for guaranteeing the continued success of the programs and for securing additional funding. A measurement component is what makes a sellable model and gets local community support. The Ohio Hunger Task Force is working with Ohio State University to develop a measurement model for afterschool programs concentrating on issues such as what happens to the grades of students involved or how afterschool programs affect vandalism in surrounding neighborhoods.

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LA's BEST Afterschool Enrichment Program Los Angeles, California: Using Fun, Food and School Facilities To Make A Difference for Kids

LA's BEST (Better Educated Students for Tomorrow) is an afterschool program which provides cultural enrichment, arts, recreation, sports, and tutoring to elementary school children in Los Angeles.

The program is sponsored by the Mayor's office and is funded by both public and private sources in what Carla Sanger, the director of LA's BEST, calls a real public-private partnership. Currently, about 4,500 children attend LA's BEST at 22 community schools across the city. (LA's BEST has a female/male staff ratio of 2:1 and one-third of the staff are certified teachers.) Because the afterschool program uses school facilities, including

office space, Sanger feels that the program can be run in an extremely cost-effective manner. It is estimated that the average cost is less than $700 per child per year.

Nutritious snacks provide the hook that brings children into the afterschool program. Sanger notes, that "we wouldn't exist without the [CACFP] food program; the snack is such a critical piece of our program." Sanger explains that without the snack, children would not come for the other activities, and that without CACFP reimbursements, LA's BEST could not operate.

A typical daily session at an LA's BEST site involves programming from 2:30 to 6 p.m. with 45 minutes dedicated to homework completion; a snack time; and self-selection time for computer labs, math/science, athletics, and performing and visual arts where children can choose what to do. Sanger and the LA's BEST staff have worked to make the program first and foremost a fun place for children to be afterschool.

To be in LA's BEST, children must be enrolled by their parents. LA's BEST has worked hard to involve parents in the afterschool programs. LA's BEST has raised supplemental funding to help pay for activities that allow parents to spend leisure time with their children and teach parents how to enjoy time with their children. Sanger has found that hosting field trips for families to musical performances, sports events and theme parks leads to greater involvement of parents in the schools.

LA's BEST sites are located in elementary schools. Sanger experienced challenges in gaining the school district's permission to share their building facilities and resources with the afterschool program. In Los Angeles, school buildings were generally closed immediately following the end of the school day. For Sanger, getting principals to allow school buildings to remain open until 6 p.m. was made easier by paying for custodial services. In order to encourage teachers to release their classrooms for use by the afterschool programs, Sanger suggested offering the teachers the opportunity to use any equipment and supplies -- computers, resource books, and VCRs -- provided to the afterschool program by outside funding. Carla has found that more resources result as the program succeeds and also that regular school staff are willing to stay longer at the school because the afterschool program is there helping to change the school environment after school hours. LA's BEST works hard to build connections between the afterschool staff and the regular school staff and administration.

Documenting successes and impact of afterschool programs and the provision of meals and snacks helps to guarantee that community leaders view afterschool care as a priority for the health and well-being of children and families. LA's BEST has worked to evaluate the success of the program and is currently tracking and gathering data on the first group of program participants -- 250 children -- into their first year of junior high. They are hoping to be able to show that involvement in the program can affect the transiency of families, since some schools in the LA's BEST program face as much as 85 percent population transiency over the course of the year. Measuring the transiency of families arose after LA's

BEST struggled with the difficulty of building a reliable presence in a community when parents didn't seem to be connected to any of the resources in the community -- such as church or neighbors. LA's BEST believes that their sites have helped to make changes in the environment of the neighborhoods where they are located.

Additionally, feedback from students, parents, teachers, and administrators indicates the positive power of the program. In evaluations, students report liking school more and feeling safer. Parents worry less about drugs, gangs, and other inner city problems. School performance and achievement scores continue to go up every year. In fact, after two years of participation in LA's BEST, students' grades and performance have gone up, across every student level and across ethnicities. Administrators report that kids fight less in school, as they develop better social skills through afterschool activities. Finally, LA's BEST schools report school-based crime going down 40 to 60 percent.

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Minot Air Force Base, North Dakota: Coping With Unusual Work Schedules

The Child and Adult Care Food Program can play a role in providing nutritious meals and snacks to the children of military families in outside school hours care settings. On the Minot Air Force Base in North Dakota, 97 children are enrolled in before and afterschool care. Kids eat breakfast in the before school program and have a snack in the afterschool program.

The coordinator of the program, Lori Whitman-Utter, sees participation in CACFP as a key piece of providing quality afterschool programming. "The funds received from the USDA program buy food items, leaving more money to buy other resources for the program." In addition, the Youth Center's School Age Program staffers make it clear to parents that participation in CACFP and the reimbursement received through the program allow the School Age Program to purchase and provide better meals and snacks for the children.

The mission of the School Age Program is to allow parents to perform their duties more effectively by providing a safe and developmentally appropriate program for school-age care. Children are given the opportunity to do homework or independent projects, as well as participate in group activities. The staff posts weekly schedules for each age group to inform both parents and children of upcoming activities.

When organizing afterschool care on the base, an assessment of the military families' child care needs indicated the necessity for extended care beyond 6 p.m., as parents' work schedules could be widely varying. This unique need was addressed by the base through licensure of three child care homes in which the provider is caring only for school-age children. There are currently 18 children enrolled in these school-age homes and the homes provide snacks and meals through CACFP.

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Kids Up Front, Washington, DC: Learning About Eating and Cooking

Share Our Strength (SOS) -- a leader in mobilizing industries and individuals to contribute their talents to fight hunger -- has created its Kids Up Front program as a project of Operation Frontline, SOS's direct service program that works with chefs to provide cooking skills and nutrition education to people struggling to feed their families on limited incomes. The goal of Kids Up Front is to help increase food literacy, food acceptance, and nutrition knowledge among low-income children so that they may make better food choices and improve their diets in the long-term.

Kids Up Front, currently operating in Boston, Chicago, Seattle, and Washington, DC, is a program that works in cooperation with organized afterschool and summer programming for children. Kids Up Front brings chefs into the afterschool setting to provide children's cooking classes to children between the ages of eight and twelve. With the involvement of chefs and experts in the field of nutrition education, the program provides an innovative hands-on, age-appropriate approach to learning about different kinds of food, how to prepare meals, and what healthy food means for growth and development. In addition to having a safe, fun place to be afterschool with educational and recreational activities and a snack or dinner provided through CACFP, children are being exposed to new foods, fun recipe ideas, and healthy eating through the inclusion of the Kids Up Front Chef's Cooking

Classes. The children make fun recipes with the chefs and then get to eat and share their food masterpieces. As Alissa Prince, the Program Coordinator says, "getting a snack and getting a skill."

One of the key pieces of helping children learn to make healthy eating choices is getting kids to try new foods. As Prince points out, "when children are previously exposed to a food, they are much more likely to try that food than children who had not previously been exposed to the food."

Not only do the children learn nutrition and basic cooking skills from the chefs, they also have the opportunity to see the chefs in jobs that they like. SOS would like to expand Kids Up Front to other cities and include it in more afterschool and summer program settings.

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Meadow Extended Day Care Thorton, Colorado: Paperwork Reduction and High Quality Nutrition:

Even though family incomes of the overwhelming majority of the children attending the Meadow Extended Day Care program did not qualify them for free or reduced price meals through the Child and Adult Care Food Program, Brenda Dereere, the program's manager was still filling out the names of each child and recording their daily participation in the program. Then the State of Colorado's Department of Public Health and Environment worked with child care sponsors and providers throughout the state to devise a simplified, shortened form for school age centers who receive CACFP reimbursement based on all of the center's children being in the paid category. Using the short form means not having to write down each child's name and tracking his or her other meals, but rather simply filling in the number of children partaking in the meal or snack that day -- one form for each week. With the advent of the short form, record-keeping has been vastly simplified, making CACFP an even greater asset to the afterschool program. As the program manager for Meadow Extended Care, Brenda Dereere finds being able to use the short form saves time and allows her to concentrate on other tasks associated with running CACFP and a quality afterschool program.

Meadow Extended Care regularly serves 69 children in the Meadow Elementary School facility. A few years ago, the school district decided that quality afterschool care should be a greater priority for its students and their families. It took over operating an afterschool program that was already in place, and added more structured programming, and the provision of an afterschool snack through the resources of CACFP.

In addition to using the shortened form, Dereere employs another time and labor-saving technique in preparing her paperwork for the Child and Adult Care Food Program. Weekly she distributes to the program's students and their families a calendar which highlights the week's snack menu and the activity themes that are planned for each day. Instead of having to reproduce her menus to submit to the CACFP agency, she simply provides her newsletter to the state agency.

For Dereere, involvement with the Food Program has been a real benefit to the afterschool program. "The nutrition quality and the food, recipe and preparation ideas that are provided through the program have been useful not only for use with the children in the afterschool program, but with my own family as well." She points out that the "nutritional component guaranteed through involvement with CACFP helps the children in the program have a well-rounded diet and learn to make good choices about food."

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Broome County Urban League Afterschool Enrichment Program, Binghamton, New York: Serving the Unique Needs of Families, Children, and the Community

The Broome County Urban League's Afterschool Enrichment Program is a structured educational program for children from 5 to 12 years of age. The program's key components include: tutorial and homework assistance; age appropriate, multicultural lessons; and units on health and hygiene, nutrition and cooking, and safety.

The mission of the Broome County Urban League is to enable African-Americans, other people of color, and the economically disadvantaged, to reach their full human potential. For this Urban League, sponsoring afterschool care was a natural extension of their mission. They see afterschool care as directly related to strengthening the growth and development of both the children and their families.

Celeste Bonds, the Director of the Afterschool Enrichment Program, knows that families and people throughout the community involved with the afterschool program appreciate that the program is licensed with the state and participates in the Child and Adult Care Food Program. She says, "families recognize that these things mean quality programming and that the program is meeting their children's developmental needs in a safe and healthy environment." Providing afterschool snacks to the children is a key component of the program. Bonds believes that it gets the children to come to the center more than any of the other activities.

The program places great emphasis on making sure activities and lesson plans are age-appropriate while at the same time ensuring that children interact across their age levels. There are three classes: 5-6 year olds; 7-8 year olds; and 9-12 year olds. Additionally, the 9-12 year olds have opportunities to learn responsibility by working with the younger children and helping in the kitchen to learn cooking and preparation skills.

One of the unique aspects of the Broome County Urban League is the degree to which Bonds and the staff have been able to get the community involved in the activities of the children and to help the children understand the importance of being involved in the larger community. They work hard at using the resources of the community for the benefit of the children. For instance, the Binghamton area holds First Night Out, which urges teenagers to be safe and responsible on New Year's Eve. The First Night Out organizers have come to the afterschool program to get the children's help in preparing banners, puppet shows, and parade activities around safety and the evening's event.

To overcome what can be one of the toughest challenges of afterschool programming logistics -- the transportation question, the Broome County Urban League purchased a van that transports the children to and from the Urban League site and their respective schools across Broome County. When not in use by the afterschool program, the van doubles as transportation service for all the other programs being offered by the Urban League. Bonds indicates that parents are particularly pleased to be able to count on their children getting safely to and from the afterschool program, as many parents are unable to provide transportation during the working day. The van also allows the afterschool program to take advantage of field trips into the community.

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Smithfield YMCA School's Out Program Greenville, Rhode Island: Creative Strategies for Involving Parents

The Smithfield YMCA School's Out afterschool program is an afterschool child care program available to children, ages 5-12. The program runs from school dismissal time until 6 p.m. on regular school days and from 7 a.m. to 6 p.m. on vacation days.

Children choose from many age appropriate programs that meet their social, educational, recreational, and physical needs. Typically the day includes: snack time and homework or quiet play; outdoor activities, socializing, boardgames, drama, arts and crafts, cooking, or continued homework and tutoring opportunities; followed by clean-up and quiet play.

Children attend the YMCA afterschool program either at West Glocester Elementary School or Fogarty Memorial Elementary School. During school holidays or when school dismissals happen due to inclement weather, the program is held at the Smithfield YMCA facility.

Nutritious snacks are provided through the Child and Adult Care Food Program "for the hungry hordes to revitalize them for an afternoon of activities" as the Smithfield YMCA staff states. The Smithfield YMCA acts as the CACFP sponsor for both elementary school sites. The School's Out program serves approximately 45 students everyday with the majority of the students qualifying for the paid reimbursement.

Believing that a way to keep parents involved in their children's activities and developmental needs was to involve them in the decision-making process of the program, the School's Out staff established a Parents' Advisory Committee. This allows parents to play an active role in maintaining the quality of the center, working on special events, fundraising, advocacy, evaluation, and program suggestions. The Committee meets monthly to address the following: reviewing and evaluating program activities; helping to involve all families by encouraging participation in family activities; reviewing and recommending parenting services and family events; discussing and resolving problems and challenges facing the program; enhancing communication between the YMCA and the afterschool program parents; identifying and helping to secure materials and resources which would benefit the child care program; and being integrally involved in the long range planning and needs assessment of the program's services.

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YWCA of Cedar Rapids, Cedar Rapids, Iowa: Afterschool Care: An Issue for Women

The Cedar Rapids YWCA before and afterschool program began in 1985 at one site. By 1986-87, enthusiasm for this extended day program at the YWCA site led parents and local businesses to provide start up funds for more extended day sites at area local schools. Currently, the YWCA serves 20 elementary schools at 13 sites across the city. The program serves 320 children on a regular basis, and operates from 6:30 a.m. to 6 p.m.
The school districts and the superintendents are behind the project and help with space and utilities.

The YWCA of Cedar Rapids and Linn County, according to its mission statement, "aspires to promote the continued personal growth of women and to address current issues and needs vital to women in the community. The YWCA will advocate for positive social change for traditionally disempowered populations and reflect that philosophy in our programming and community involvement." This YWCA targets its information to parents, informing them of their convenient hours: "We know being a working parent isn't easy and many jobs are not just 9 to 5."

The lead child care provider at the site has a degree in early education and several years of experience. The School-Age Child Care Program also has a staff person whose responsibilities include record keeping, spending about 25 hours a month on CACFP-related work. Snacks are prepared by a cook at the YWCA central location, and staff go to the kitchen to get the food and transport it back to their sites. The staff at each site is responsible for recording what was served to the children.

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Kids Cafe Afterschool Program, Reno, Nevada: Food Banks and Schools Working Together

Cheri Louvat of the Food Bank of Northern Nevada and Susan Frisch of the Washoe County School District, joined together to evaluate gaps in Northern Nevada communities. In the process of carrying out their needs assessment, they determined that one out of every four children whose families work non-traditional hours -- for instance, evenings, nights and weekends -- is being left in the care of siblings. For those families without adequate food resources, this situation leaves children at nutritional risk. Additionally, in the Washoe County area, approximately 30 percent of the 20,000 school lunches go to children meeting the free and reduced price meal guidelines. They estimate that out of the 5,000 to 6,000 children receiving free and reduced-price meals, 3,000 of them will not have the benefit of an evening meal.

In response to this situation, a Kid's Cafe program has been developed in Reno that provides a late afternoon meal to students and siblings in need. As a true public-private partnership, the program relies on the federal Child and Adult Care Food Program to cover food costs for 50 to 60 percent of the participants, with additional resources coming from a consortium of donors and private foundations. The programming relies on school district and recreation department staff. In addition, there is a full-time administrator working at the Washoe County School District Central Kitchen who is responsible for the paperwork for CACFP reimbursements, the USDA application paperwork, facilitating the relationship and communication between all the partners, public relations, and acquisition and management of volunteers for both CACFP and the Summer Food Service Program.

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West Virginia Department of Education: Meeting the Needs of 13 to 18 Year Olds

Until 1981, children up to age 18 could be served in CACFP, just as in the Summer Food Program. In that year, Congress restricted CACFP only to children up to age 12. Ever since, afterschool care providers have been raising concerns about this change, because it has made it difficult to serve multi-age groups. In 1995, Congress passed legislation providing funds for a pilot project to restore 13 to 18 year old eligibility to CACFP.

In that year, the West Virginia Department of Education submitted and was awarded a grant by the U.S. Department of Agriculture for three schools in McDowell County to be part of the pilot project for inclusion of 13 to 18 year olds. This rural county has suffered economically in recent years because of the decline of its mining industry. Over three-fourths of its children qualify for free or reduced-price meals. The school drop-out rates in the area range from 13.5 to 16.8 percent, and over a third of McDowell County adolescents are involved in juvenile legal offenses.

Due to the difficult situation these numbers reflect for teens, afterschool and Saturday programs were identified by the McDowell County Board of Education as a way to meet some of their youth's educational and social needs.

Because these schools planned to operate afterschool programs for less than four hours daily, the state did not require licensing, However, because the programs were participating in CACFP, they have met alternate approval standards in order to be eligible for the food program.

In these three programs, older children act as tutors for younger children and become positive role models. This tutoring program also allows high school students to serve as peer tutors as part of their coursework. They receive course credit and personal minimal monetary compensation. There are also opportunities for young people to improve their capacity in the use of computers and in social situations. This process helps to establish a strong sense of self-esteem. Program leaders and the youth themselves give credit to the program for helping to improve attitudes and grades.

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Appendices

CACFP Afterschool Regulations

Title 7
Subtitle **B**
CHAPTER **II**
SUBCHAPTER **A**
PART **226**
Subpart **E**

Sec. 226.19 Outside-school-hours care center provisions.

(a) Outside-school-hours care centers may participate in the Program either as independent centers or under the auspices of a sponsoring organization; Provided, however, That public and private nonprofit centers shall not be eligible to participate in the Program under the auspices of a for-profit sponsoring organization. Outside-school-hours care centers participating as independent centers shall comply with the provisions of Sec. 226.15.

(b) All outside-school-hours care centers, independent or sponsored, shall meet the following requirements:

(1) **Outside-school-hours care centers shall have current Federal, State or local licensing or approval to provide organized child care services to enrolled school-age children outside of school hours**. The main purpose of the Program shall be the care and supervision of children. Outside-school-hours care centers which are complying with applicable procedures to renew licensing or approval may participate in the Program during the renewal process, unless the State agency has information which indicates the renewal will be denied. If licensing or approval is not available, an outside-school-hours care center may participate in the Program if:

(i) It receives title XX funds for providing child care; or

(ii) It demonstrates compliance with CACFP child care standards or any applicable State or local child care standards to the State agency.

(2) Except for proprietary title XX centers, outside-school-hours care centers shall be public, or have tax-exempt status under the Internal Revenue Code of 1954, or be moving toward compliance with the requirements for tax-exempt status, or be currently participating in another Federal program requiring nonprofit status. Centers which have applied to IRS for tax-exempt status may participate in the Program while their application is pending review by IRS. If IRS denies the application, the center shall

immediately notify the State agency of such denial and the State agency shall terminate the participation of the center. If IRS certification of nonprofit status has not been received within 12 months of filing the application with IRS and IRS indicates that the center has failed to provide all required information, the State agency shall terminate the participation of the center in the Program until such time as IRS certification is obtained.

(3) **Nonresidential public or private nonprofit schools which provide organized child care programs for school children may participate in the Program as outside-school-hours care centers if:**

(i) Children are enrolled in a regularly scheduled child care program which meets the criteria of paragraph (b)(1) of this section. **The program is organized for the purpose of providing child care services and is distinct from any extracurricular programs organized primarily for scholastic, cultural, and athletic purposes**; and

(ii) Separate Program records are maintained.

(4) Outside-school-hours care centers shall be eligible to serve a breakfast, supplement and supper to enrolled children outside of school hours. In addition, outside-school-hours care centers shall be eligible to serve a lunch to enrolled children during periods of school vacation, including weekends and holidays, and to enrolled children attending schools which do not offer a lunch program. Notwithstanding the eligibility of outside-school-hours care centers to serve Program meals to children on school vacation, including holidays and weekends, such centers shall not operate under the Program on weekends only.

(5) Each outside-school-hours care center participating in the Program shall claim only the meal types specified in its approved application and served in compliance with the meal pattern requirements of Sec. 226.20. *Reimbursement shall not be claimed for more than two meals and one supplement provided daily to each child, except that reimbursement may be claimed for two meals and two supplements or three meals and one supplement served to a child for each day in which that child is maintained in care for eight or more hours.* **In addition, reimbursement shall not be claimed for meals served to children who are not enrolled, for meals served to children at any one time in excess of authorized capacity**, or for any meal served at a proprietary title XX center during a calendar month when less than 25 percent of enrolled children were title XX beneficiaries.

(6) *Three hours shall elapse between the beginning of one meal service and the beginning of another, except that 4 hours shall elapse between the service of a lunch and supper when no supplement is served between lunch and supper. The service of a supper shall*

begin no later than 7 p.m. and end no later than 8 p.m. The duration of the meal service shall be limited to 2 hours for lunches and supper and 1 hour for other meals.

(7) **Each outside-school-hours care center shall ensure that each meal service is supervised by an adequate number of operational personnel trained in Program requirements**. Operational personnel shall ensure that:

(i) **Meals are served only to children enrolled for care** and adults who perform necessary food service labor; (ii) meals served to children meet the meal pattern requirements specified in Sec. 226.20; (iii) each meal service is consistent with the meal time requirements of paragraph (b)(7) of this section; (iv) meals served are consumed on the premises of the centers; (v) accurate records are maintained; and (vi) the number of meals prepared or ordered is promptly adjusted on the basis of participation trends.

(8) **Each outside-school-hours care center shall accurately maintain the following records:**

(i) Documentation of enrollment for all children, including information sufficient to establish the eligibility of children classified as free or reduced price meal recipients;

(ii) Number of meals prepared or delivered for each meal service;

(iii) Daily menu records for each meal service;

(iv) Number of meals served to enrolled children at each meal service;

(v) Number of enrolled children in attendance during each meal service;

(vi) Number of meals served to adults performing necessary food service labor for each meal service; and

(vii) All other records required by the State agency financial management system.

(9) An outside-school-hours care center may utilize existing school food service facilities or obtain meals from a school food service facility, and the pertinent requirements of this part shall be embodied in a written agreement between the outside-school-hours care center and the school. The center shall maintain responsibility for all Program requirements set forth in this part.

(47 FR 36527, Aug. 20, 1982, as amended at 52 FR 36907, Oct. 2, 1987; 54 FR 26724, June 26, 1989; Amdt. 22, 55 FR 1378, Jan. 14, 1990)

Resources About CACFP and Afterschool

For CACFP Meal and Snack Ideas:

Hodges, Susan. 1994. Healthy Snacks. Everett, WA: Warren Publishing House, Inc.

Warren, Jean. 1992. Super Snacks: Seasonal Sugarless Snack Recipes for Young Children. Everett, WA: Warren Publishing House, Inc.

For CACFP Program Information:

U.S. Department of Agriculture. (1995) Child and Adult Care Food Program: Child Care Centers Handbook.

For More Detailed Information on Starting a Before or Afterschool School-Age Child Care Program:

Parents United for Child Care. How to Start a Before School Program: A Manual for Parents. Boston: PUCC. (Parents United for Child Care, 30 Winter Street, 7th Floor, Boston, MA 02108, Phone: 617/426-8288).

Richard, Mary McDonald. 1991. Before & After School Programs: A Start-Up and Administration Manual. Nashville, TN: School-Age NOTES.

Seligson, Michelle and Michael Allenson. 1993. School-Age Child Care: An Action Manual for the 90s and Beyond. Second Edition. Westport, CT: Auburn House.

For Basic Information on School-Age Care Programming:

California Department of Education. 1994. Kids' Time: A School-Age Care Program Guide. Sacramento, CA: Department of Education.

School-Age NOTES Newsletter -- Available from School-Age NOTES. P.O. Box 40205 Nashville, TN 37204, Phone: 615/242-8464.

For Afterschool Resources and Materials:

School-Age NOTES After School Resource Catalog -- Available from School-Age NOTES. P.O. Box 40205 Nashville, TN 37204. Phone: 615/242-8464.

GOOD NUTRITION IS IMPORTANT TO CHILDREN ALL DAY LONG...

LEARN HOW YOU CAN HELP FEED HUNGRY CHILDREN.

THE OUTSIDE SCHOOL HOURS CARE CENTER PROGRAM...

- Covers the cost of feeding hungry children, who would not otherwise receive a nutritious meal after school.
- Provides activities for children such as sports, games, storytelling, arts & crafts and tutoring assistance.
- Has professional assistants who are ready to help every step of the way and make feeding children an easy and satisfying experience.

WOULD YOUR ORGANIZATION LIKE TO BE A FEEDING SITE? PLEASE CALL THE OHIO HUNGER TASK FORCE... 1-800-227-6446...BECAUSE IT'S ALMOST SUPPERTIME FOR A HUNGRY CHILD.

The Outside School Hours Care Center Program is available to all eligible children regardless of race, color, national origin, sex, age or handicap. Any person who believes that he or she has been descriminated against in any USDA related activity should write immediately to the Secretary of Agriculture, Washington D.C. 20250. Pursuant to Civil Rights laws and regulations applicable to federally assisted programs.

This publication was made possible by the Junior League of Columbus, Inc. and the Community Food & Nutrition Program.

Ohio Hunger Task Force is... A United Way Agency

The **BUILDING BLOCKS PROJECT** is built on the understanding that nutrition does not occur in a vacuum, but in the context of other child development programs. Child nutrition programs represent a major national investment in preventing childhood hunger and offer a base on which to build and strengthen educational and other development programs for children.

About 2,000,000 children a day who participate in education, exercise and enrichment programs offered in recreation, after school and child care centers, Head Start, and family day care homes, receive nutritious meals and snacks through the federal Child and Adult Care Food Program (CACFP).

For more information, contact:

THE BUILDING BLOCKS PROJECT
Food Research & Action Center
1875 Connecticut Avenue, NW,
Suite #540
Washington, DC 20009
(202) 986-2200
fax (202) 986-2525
email: HN7450@Handsnet.org

January, 1997

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THE BUILDING BLOCKS PROJECT

Promoting Education and Child Development with Nutrition Resources

OUTSIDE SCHOOL HOURS CARE PROGRAM, CHILD & ADULT CARE FOOD PROGRAM (CACFP) AFTER SCHOOL AND SCHOOL AGE CARE

DID YOU KNOW...

The Los Angeles Mayor's office sponsors LA's BEST, which provides 4,500 children up to age 12 with daily after-school tutoring, recreation, culture and arts programs; and is credited with improving student academic performance and enhancing student safety.

The Hook?

They use the federal **Outside School Hours Care Program** contained in the **Child and Adult Care Food Program**, which provides funds for snacks or meals for children up to age 12 in after-school programs.

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Carnegie Corporation of New York, Council on Adolescent Development (1994). *Consultation on Afterschool Programs*, New York, New York.

Center on Hunger, Poverty and Nutrition Policy. Tufts University School of Nutrition. (1995). *Statement on the Link Between Nutrition and Cognitive Development in Children*.
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Hofferth, Sandra L., April Brayfield, Sharon Deich, and Pamela Holcomb, *National Child Care Survey, 1990*, Washington, D.C.: Urban Institute Press.

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Snyder, Howard, N. and Sickmund, Melissa. (1995). *Juvenile Offenders and Victims: A National Report*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

U.S. Department of Agriculture. (1995) *Child and Adult Care Food Program: Child Care Centers Handbook*.

NOTES